Primary Sources

Act of February 4, 1887 (Interstate Commerce Act), Public Law 49-41, February 4, 1887; Enrolled Acts and Resolutions of Congress, 1789-; General Records of the United States Government, 1778 - 1992; Record Group 11; National Archives.

 This source is a transcript of the actual Interstate Commerce Act, passed in 1887. Since it is a primary source- the actual document- it is a very strong and authoritative source. It directly connects to my topic, since the Interstate Commerce Act is one of the to events I chose to focus on. From the source, I was able to find out exactly what the conditions of the act are and how they connected it to other acts. Parts of the act focus on trying to prevent railroad companies from showing favoritism to any supplier etc, in an attempt to keep everything fair. Even though some of the legal language was tedious and hard to understand, it was a very helpful source.

"COMMERCIAL AFFAIRS :Sales at the Stock Exchange.... For Markets see Third Page.. " *New York Daily Times (1851-1857)*  19  May 1855, ProQuest Historical Newspapers The New York Times (1851 - 2007), ProQuest. Web.  2 May. 2011.

This source is a newspaper article from the New York Times in 1955. Since it is a report written for people of that time, it is a very strong and authoritative source. It gives information about the sales at the stock exchange and goes on to give information on the state of the economy in the United States, as well as in Britain. Though it is mostly facts and figures, it does have the advantage of being a financial report and therefore providing very solid information. I learned that the news about the war and the increase of taxes were part of what was causing the stock market to go down, and that loans on the Harlem Railroad had been postponed. I also learned about meetings and proposals for several other railroad lines. The report also updates its readers on accidents and repairs. This is an excellent source for my topic because it is focused almost exclusively on the economic part of the railroad industry.

"NATIONAL RAILROAD REGULATION. " *New York Times (1857-1922)* 3 Dec. 1885, ProQuest Historical Newspapers The New York Times (1851 - 2007), ProQuest. Web.  22 May. 2011.

 This source is an article from the Historical New York Times database. It is a reliable source, and a primary since the article is from the same time period as my topic. The article is from 1885, before the Wabash case or the Interstate Commerce Act, so it is giving some background on what the problems are for Congress at the moment. The issue of how to regulate interstate commerce, specifically with railroads, was hard to deal with because of the lack of information. A Senate committee was created to secure the information so that at the next Congressional meeting the issue could be resolved.

"U.S. Constitution - Article 1 Section 8 - The U.S. Constitution Online - USConstitution.net." *Index Page - The U.S. Constitution Online - USConstitution.net*. Web. 01 June 2011. <http://www.usconstitution.net/xconst\_A1Sec8.html>.

 As it is a transcript of a very well known document: the United States Constitution, this is a very good and reliable source. I used this source as a quote for my website, because it contains the Interstate Commerce Clause. This had to do with my topic because interstate commerce was one of the main issues with railroads that the government was involved in.

Wabash, St. Louis & Pacific Railway Company v. Illinois. U.S. Supreme Court. 25 Oct. 1886. *Justia.com*. U.S. Supreme Court Center. Web. 8 May 2011. <http://supreme.justia.com/us/118/557/>.

 This source is the transcript from the 1886 Supreme Court case *Wabash, St. Louis & Pacific Railway Company v. Illinois* that limited the ability of states to control interstate commerce, but resulted in an Interstate Commerce Commission which took back some of those rights. Since it is a primary source, the actual case, it is very strong and basically the best authority in regard to what happened, as it is just a transcript and therefore not biased like a personal retelling of the event would be. From this source I am able to see exactly how the decision was made, which is valuable information.

Secondary Sources

America, 1900. "The Progressive Era, 1896-1916." *Academic American History*. Web. 01 June 2011. <http://www.academicamerican.com/progressive/topics/progressive.html>

 This source, from the site Academic American History, was a very helpful and comprehensive source. It condensed and summarized the time in around and after the Progressive Era, as well as all the parts and contributing factors to the social reform that occurred then. This source is valuable for my topic because it helps see how government involvement in the late 1800s was a turning point, as the early 1900s clearly continued that precedent.

Draffan, George. "Railroad Land Grant Chronology." *Railroads & Clearcuts Campaign Website*. Web. 01 June 2011. <http://www.landgrant.org/history.html>.

 This source was a website that consisted of a very lengthy timeline created by George Draffan, who created Endgame.org, a website with good research information and links. The website echoes and elaborates on what I had read in other sources, and provides a detailed summary of the events having to do with railroads and federal land grants/loans. From this source, I was able to learn a lot of specific facts and details, as well as dates for important moments in the history of land grants and loans.

“Early Railroads.” *American Studies at the University of Virginia*. 5.1.11. < http://xroads.virginia.edu/~HYPER/DETOC/transport/railroad.html>.

 This source is a link off the American Studies page for the University of Virginia, and is a reliable and useful source. Like other websites I found, it gives an overview of the progress of railroad technology. However, this page focuses on the beginnings of railroads, their import from Britain, etc. It also has pictures that are either illustrations or prints from the time depicting different kinds of trains. These pictures are primary sources. If not particularly useful on their own, combined with the detailed timeline they help to understand the beginnings of railroads and the rough start that they had, as well as the foreseen potential. It helps to illustrate that even one of the most influential transportation technologies in the Industrial Age was rough around the edges and had to be tested and tested before it could become a significant part of the economy.

Jensen, Oliver. *The American Heritage History of Railroads in America*. Hong Kong: American Heritage Publishing Co, 1975.

 This source is a book found at the library, written for American Heritage and recommended by the librarian for its quality as a source on railroads. This is a very good source because it gives an in-depth look at the important stages of railroads, from the origins all the way through the end of the railroad era and on into more modern times. It also has interesting facts. For example, the abolitionists aimed to use the trains as a mean of freedom, and during a “Railroad War” they commandeered a postal train and informed the conductor that they had come to free all the slaves. I had no idea that the railroads had had anything to do with the Civil War specifically, though it seems obvious now that they would. I intend to read through the rest of the book to find more information on other times in railroad history.

Mason, Billy. "The Rise of Industrial America 1865-1900." *Teacher Pages*. New Hanover County Schools. Web. 7 May 2011. <http://teacherpages.nhcs.net/schools/hhs/billymason/Lecture%20Notes/The%20Rise%20of%20Industrial%20America%201865-1900.htm>.

 This is a link from a page for Billy Mason, a teacher at John T. Hoggard High School. He teaches Advanced Placement United States History. The page contains general notes from his lecture on “the Rise of Industrial America 1865-1900.” I am not using it as a source to learn any specific information about an event, but rather as a sort of directory to give me ideas as to what specific events etc I should be researching.

Mayer, Eric. "United States History: The Gilded Age (1890) to World War I." *Emayzine 2001*. Web. 22 May 2011. <http://www.emayzine.com/lectures/Gilded~1.htm>.

 This source, written by Dr. Eric Mayer, is a strong source with an easy-to-understand summary of events. The subject material is from the presidencies of Harrison, Cleveland, McKinley, and Roosevelt. The whole article would have been very useful to me if I had had a broader topic, but as it is the majority if information that is relevant to me is under the Roosevelt section, where Mayer talks about how the administration worked to prevent secret refunds given to shippers, as well as strengthening laws such as the Interstate Commerce Act.

Merkel, Philip L. "The Origins of an Expanded Federal Court Jurisdiction: Railroad Development and the Ascendancy of the Federal Judiciary." *The Business History Review* 3rd ser. 58 (1984): 336-58. *JSTOR*. The President and Fellows of Harvard College. Web. 22 May 2011.

 Philip Merkel, who is the assistant professor of the general faculty at the University of Virginia School of Law, wrote this source. It is a respectable and authoritative source, published in The Business History Review journal. The source tells how federal involvement in economic affairs changed from before the Civil War to after. Issues that had previously been matters of state legislature now became of interest to the federal courts. People did not react well to this. The source helped me because it has to do with the federal involvement, which is also the category that my two main events are in.

Roy, William G. *Socializing Capital: The Rise of the Large Industrial Corporation in America* Princeton, New Jersey: Princeton University Press, 1997.

 A source from Google scholar written by William G. Roy, who is a sociology professor at UCLA, the excerpts from this book that I was able to access were useful because they are an in-depth look at corporations and capitalism, and railroads are incorporated in it because of their importance in aiding the growth of the economy and therefore corporations in the United States.

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations by Adam Smith*. Edinburgh: Adam & Charles Black, 1863. *Hsn.psu*. Penn State University. Web. 22 May 2011. <http://www2.hn.psu.edu/faculty/jmanis/adam-smith/Wealth-Nations.pdf>.

 This source is a book written by Adam Smith, a “social philosopher” in the 1700s who was a “key member of the Scottish enlightenment”. He wrote *The Wealth of Nations*, which is the first real modern work of economics and a hugely influential book. It expresses the idea of laissez-faire capitalism, which is the concept of the government before my topic. Even though the book is written in complicated language, it is a good source to have because it teaches a lot about different ideas of how the government and society work.

"The Supreme Court Strikes Down Railroad Regulation." *History Matters: The U.S. Survey Course on the Web*. City University of New York, George Mason University. Web. 22 May 2011. <http://historymatters.gmu.edu/d/5746/>.

 The American Social History Project/Center for Media & Learning, City University of New York, and the Center developed *History Matters* in 1998. In January 2005, the American Historical Association awarded *History Matters* the James Harvey Robinson Prize for the site’s “outstanding contribution to the teaching and learning of history.” It is a reputable and strong source, and it had a lot of information about my topic, specifically the Wabash case. It references other cases, a well as the fourteenth amendment, to show how in the Wabash case the Supreme Court twisted the amendment to allow corporations to be legally counted as “persons.”